DOCUMENT RESUME

ED 241 090 JC 840 109

AUTHOR Leatherbarrow, Ronald
TITLE The Remedial English Program [and] An Outline of the Compositional Skills Taught as a Continuum through English 111 and 112 [and] English Division Policies for English 111 and 112.
INSTITUTION Anne Arundel Community Coll., Arnold, Md.
PUB DATE [84]
NOTE 8p.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Course Content; *Course Objectives; *English Instruction; *Remedial Instruction; Two Year Colleges; *Writing Instruction

ABSTRACT

Information is provided on the goals, objectives, strategies, and content of four courses in Anne Arundel Community College's English Division: (1) English 001, which teaches structuring of words into sentences that conform to the accepted conventions of English grammar, punctuation, and capitalization; (2) English 002, which teaches the structuring of sentences into paragraphs that are unified in topic and coherent in development; (3) English 111, which teaches a general pattern of composition useful for presenting any complex topic; and (4) English 112, which continues and broadens the skills taught in English 111 and teaches logical argumentation and the elementary skills of research. Following information specific to each course, English Division policies for English 111 and 112 are presented concerning class time allotment, writing assignments, grading policies, and referrals to the English Center. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241090

The Remedial English Program

An Outline of the Compositional Skills Taught as a Continuum through English 111 and 112

English Division Policies for English 111 and 112

Ronald Leatherbarrow
Anne Arundel Community College
Arnold, Maryland

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Leatherbarrow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 840 109

- THE REMEDIAL ENGLISH PROGRAM -

I. The Program's Goals

A. The program aims to equip its students with the writing skills that are prerequisites for success in English 111 and 112.

B. English 111 and 112 teach students to structure language into multi-paragraphed themes; they presume the students can already control language structures at the level of the single sentence and of the single paragraph.

C. English 001 and 002 work to inculcate this control in students whose past testing shows they lack it.

1. English 001 teaches structuring of words into sentences that conform to the accepted conventions of English grammar, punctuation, and capitalization.

2. English 002 teaches the structuring of sentences into paragraphs that are unified in topic and coherent in development.

II. English 001: Objectives and Strategies

A. Objectives

English 001 serves the goal defined above (C.1.) by pursuing the following objectives:

1. To teach that language's goal of communication is achieved through a structuring which begins when sound and meaning are combined to form an individual word, and continues when words of different types are combined to form sentences.

2. To teach that, since language serves communication inside societies, by nature it is conventional:

a. that one cannot invent new words (or new meanings or spellings for existing words) without hazarding the breakdown of communication and without hazarding others' judgment that the speaker is unintelligent or uneducated.

b. that one cannot ignore the conventions of sentence structure, punctuation, or spelling without inviting the same results.

3. To teach that English words, beyond their definitions, may be identified by general type (parts of speech) and by their functions in a given sentence; and that to understand all of a sentence's words in interrelationship is to comphrehend the sentence.

4. To teach that there are four basic conventional patterns to the English sentence, and that sentences gain length and complexity through combination of the patterns and through simple and complex modification of them.

5. To teach that the process of subordination serves communication with special effect by precisely defining the writer's relating of ideas.

6. To teach the common conventions of punctuation and capitalization.

7. To move all the above points from theory to practice by steady exercise of the students through writing assignments.

B. Strategies

1. The ordinary tool in English 001 for presenting grammatical theory is English 2600.

   a. Though this text begins its presentation of grammar at a very elementary level, the instructor would do well to supplement its opening explanations with lessons on the parts of speech.

   b. The students' filling in of the book provides some transfer of theory to practice, but the instructor should assure this transfer through his own assignments.

   c. Since the standardized tests accompanying the text are in general use in the Division, the individual instructor must be careful in using the tests and collecting them again.

2. The filling in of the entire 2600 by the students and the supplementing of it with explanations and exercises by the instructor is still insufficient service of the course's goals.

   a. To do no more than the above is to provide even the best students with only a theoretical knowledge of English grammar, plus some skill in analyzing others' sentences.

   b. If the course is to have practical impact on the students' own writing, then a significant part of the course must be given over to their own writing and their own analysis and improvement of it.

   c. The Division agrees that about thirty percent (of class time) (of homework assignments) (of the course grade) should be based on student writing, including writing the simple paragraph.

III. English 002: Objectives and Strategies

A. Objectives

English 002 serves the goal defined above (I.C.2.) by pursuing the following objectives:

1. To teach that to communicate a relatively complex idea usually demands a structure larger than a single sentence, and that the minimal practical unit for such communication is normally the paragraph.

2. To teach that the paragraph serves its end of communication well only when its writer holds it to the presentation of a single topic and organizes the development of that topic in a coherent manner.

3. To teach the use of the topic sentence and controlling idea as a safeguard of the paragraph's unity.

4. To teach the organization of the topic's development (e.g. through major and minor supports) as a safeguard of the paragraph's coherence.

5. To teach the use of transitional words and phrases as aids to the paragraph's writer and its reader.

6. To teach audience awareness and point of view as they affect the tone of the paragraph.

7. To distinguish among paragraphs of description, definition, narration, and argumentation.

B. Strategies

1. Besides teaching the above elements of compositional theory, 002 instructors will exercise the students continually in their application:

   a. through the students' analysis of professionals' writing and that of other students, and

   b. through regular written assignments produced by each student.

2. The instructor should plan both reading and writing assignments so that they not only exercise the students in analyzing and writing paragraphs, but begin the broadening of interests that should always be an element of a collegiate education.

An Outline of the Compositional Skills Taught as a Continuum through 111 and 112

ENGLISH 111

I. Compositional Goals

A. To teach a general pattern of composition useful for presenting any topic complex enough to demand several paragraphs of expository prose.

B. To teach that the effectiveness of such a piece of writing depends on the writer's control of
1. the overall plan of the entire piece
2. the interrelationship of its paragraphs
3. the interrelationship of the sentences in each paragraph
4. the interrelationship of words in each sentence

C. To stress that, since to communicate through language is to use conventional signs of meaning, successful expository writing requires that the writer know and use the current conventions of spelling, punctuation, grammar, and organization.

II. General Content of Instruction

A. A review of THE ELEMENTS OF THE PARAGRAPH, the basic unit for presenting a complex idea
1. Review of the topic sentence as a clear statement of the subject and focus of the paragraph
2. Review of the function of supporting sentences to provide specific factual support of the paragraph's controlling idea; the use in more complicated paragraphs of both major and minor supporting sentences
3. Review of the need to establish unity in the paragraph, both through precise selection of materials and through attention to emphasis
4. Review of the need to establish coherence through attention to grammatical relationships, transitional words and phrases, and logical organizational patterns

B. A review of THE SENTENCE and the elements internal to it that contribute to the strength of the paragraph:
1. Grammatical construction
2. Conciseness and precision
3. Attention to word choice and levels of diction
4. Conventional use of punctuation
5. Variety in sentence patterns

C. Instruction in writing the MULTI-PARAGRAPH THEME, with emphasis on:
1. Establishment of a thesis statement as a control for both writer and reader
2. The marshalling of supporting evidence; e.g., the use of facts, quotes, illustrations, etc.
3. The organization of the multi-paragraph theme through outlining and careful paragraphing

ENGLISH 112

I. Compositional Goals

A. To continue and broaden instruction in the writing skills taught in English 111, i.e., those necessary for the writing of effective multi-paragraphed compositions

B. To teach logical argumentation and the avoidance of common logical fallacies

C. To teach the elementary skills of research and of writing a research report

II. General Content of Instruction

A. Presentation of further elements of exposition:
   1. Methods for precisely restricting a topic
   2. Methods of development beyond the basic pattern taught in English 111, e.g., development by comparison, contrast, cause/effect, definition, classification, etc.
   3. Effective use of introductory and concluding paragraphs
   4. Elements of style that contribute to clear and interesting prose

B. Presentation of related simple principles of logic and persuasion:
   1. An emphasis on valid premise/conclusion relationship and on supporting judgment with fact
   2. Explanation of the most common logical fallacies: hasty generalization, mistaken causal relationships, false dilemmas, the slanting of facts, language, or emphasis

C. The teaching of elementary research:
   1. The use of the library, its card catalog, indices, and reference books
   2. The compiling of a working and a final bibliography
   3. The taking of notes in the form of summary, paraphrase, direction quotation, and personal comment

D. The teaching of research report writing:
   1. Synthesizing of source material
   2. Documentation of sources
      a. Why--honesty, credibility, convenience of the reader
      b. What--all direct quotes, paraphrases, and esoteric facts
      c. How--use of consistent conventional forms
   3. Standard format for title page, outline, footnotes, and bibliography

III. Required Compositional Assignments

A. Five five-hundred word themes, plus

B. An extended exercise in research and research report techniques

English Division Policies for English 111 and 112

1. It is the Division policy that instructors of English 111 and 112 devote at least 50% of classroom time during a semester to the teaching of writing. This time should be used to present the principles of composition, to analyze essays, and to supervise some in-class writing. Instructors will require at least two outside of class and two in-class themes. (See point II for overall writing requirements) Instructors will become familiar with students' writing styles through in-class writings. They will be able to identify habitual technical errors that students may make in on-the-spot writings. Such habits could go unnoticed by instructors should students write all papers out of class with the benefit of proofreaders. In-class writing will give students practice in identifying the objectives of writing tasks or in working from previously prepared plans and completing them expeditiously. Such practice is useful for students who are required to answer essay-type exam questions in any discipline. Beyond the academic justification, in-class assignments are good practice for job-related writings.

   A. In English 111, the classroom time not allotted to the teaching of writing should be apportioned somewhat equally between the teaching of poetry and the short story.

   B. In English 112, the classroom time not allotted to the teaching of writing should be apportioned somewhat equally between the teaching of the novel and drama.

II. The Division requires that all instructors adhere to a minimum standard for the amount of student writing in English 111 and 112.

   A. It is the Division's policy that English 111 instructors require at least 3,000 words of writing apportioned among at least six substantial writing projects. A final exam cannot count as a theme assignment.

   B. It is the Division's policy that English 112 instructors require at least 3,000 words of writing apportioned among at least six substantial writing projects which will include a research requirement. A substantial research paper may be substituted for two of the six writing assignments. A final exam cannot count as a theme assignment.

III. In the early theme assignments, instructors should avoid exclusive use of theme topics based on literary works and those requiring close literary-critical analysis. Instructors should encourage students in these early writings to draw upon their own judgments and analytic abilities. This method will most readily allow students to demonstrate basic compositional techniques. Some major writings in English 111 and 112 will deal with the literature.

IV. All major student papers will be carefully examined for errors in grammar, spelling and punctuation, and such errors will be marked in detail using either handbook symbols or their corresponding notation or abbreviations. Further, all major student papers will be carefully marked for adequacy and organization of content. Instructors' comments should give the students a clear idea of the overall quality of the papers as well as detailed indications of specific problems. Instructors will encourage and may require students to resubmit their corrected papers, and they may suggest that students receiving grades less than C's rewrite or revise their papers.

V. Instructors should require that students weak in specific areas of grammar and rhetoric make use of the resources of the English Center. Instructors should reinforce this requirement through use of the prescription blanks designed by the English Center.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
APR 13 1984